



Evidencing the Impact of the Sport and PE Premium 2021-22

MR C JACQUES

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Lockdown has had significant impact on the Physical Education of our children. Whilst home and remote learning incorporated sports activities, it has been hard to measure the impact. This has also meant competitions, external sports days, training and PE activities have been interrupted. • Mapping of school to introduce Orienteering • Class playground equipment • New PE Scheme of Work • Staff CPD 	<ul style="list-style-type: none"> • The engagement of all pupils in regular physical activity • The profile of PE being raised across the school • Increased confidence, knowledge and skills of all staff in teaching PE and sport • Broader experience of a range of sports and activities offered to all pupils • Increased participation in competitive sport

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p>	58%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	46%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	9%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No (Lockdown/bubble closures and availability of swimming facilities prevented this). We have a plan in place for current Y5 cohort (who missed the swimming programme entirely due to 2020 lockdown) to complete the full programme in the Autumn term 2021 and PE and Sport Premium will be allocated to this.

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2021/2022		Total fund allocated: £22 647.50		Date Updated: 21.07.2021	
Key indicator 1: The engagement of all pupils in regular physical activity					Percentage of total allocation:
					2%
Intent		Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:		Make sure your actions to achieve are linked to your intentions:		Funding allocated: Total £500	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
<ul style="list-style-type: none">To build a curriculum that enables children to develop knowledge, skills and vocabulary in a broad range of sporting activities, as well as developing values and transferrable life skills such as fairness and respectTo provide a broad and balanced PE curriculum, allowing children to access a wide variety of high quality PE and sports provision.To use the power of Physical Education, sport and physical activity to inspire and enable the next generation to live active lives and achieve their personal best.Facilitate a wide-ranging programme of activities which offer our children the opportunity to develop positive physical activity habits which contribute to their physical and mental health and wellbeing.		<ul style="list-style-type: none">The PE curriculum is taught through Progressive School Curriculum Document (PSCD), which is in line with the EYFS Statutory Framework (PD and EAD) and National Curriculum. This is used to aid teaching staff in their subject knowledge, organisation and delivery.Each class has access to two hours of high quality PE lessons every week (Year 1-6). These are taught by the class teacher and supported by our Sports TA.Each lesson builds upon previous skills and allows focused time for these to become embedded.Whole school participation in ‘Virtual’ challenges set by Bury School Games Network from: Weekly Warrior, Virtual Mile Run, Virtual Fun Fitness, Virtual Well-Being Week, Virtual Daily Mile Week, Virtual Ten Pin Bowling and Virtual Dance Showcase.		CPD £500 allocated	<ul style="list-style-type: none">Our children have a rapidly developing understanding of the benefits of leading healthy lifestyles.They are able to talk more confidently about the effects of exercise on their bodies.They progress well throughout each year group, are eager to attend after school clubs and competitive sports events.Children have a greater awareness of different aspects of a PE lesson, such as warming up, skill development, skill application, warming down, reflection and evaluation.They recognise the importance of sportsmanship and humility both in victory and defeat.
					<ul style="list-style-type: none">The subject leader will monitor progress during the Autumn term 2021 through lesson observations and conduct pupil voice surveys.Feedback will be given to teaching staff and next steps suggested.A staff meeting will be allocated to PE once per term.

Key indicator 2: The profile of PESSPA (PE, School Sport & Physical Activity) being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: <u>Total £585</u>	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Develop and refine gross motor skills particularly associated with their handling of equipment within 8 areas of study Develop an ever increasing number of sports related skills and fitness applicable for everyday life; Develop leadership and coaching skills to identify areas requiring improvement; Develop an appreciation of the aesthetic qualities of dance and gymnastics Provide children with opportunities to rehearse, apply and master our school's core learning behaviours; Understand that skills and concepts acquired through PE are not exclusive to PE; Curriculum progression document in place, shared with all staff through CPD, which promotes progression between year groups and, alongside the assessment data, enables teachers to plan using both objectives from previous years and those for subsequent years. 	<ul style="list-style-type: none"> Lesson foci from EYFS to KS2 on running, throwing, jumping and balance, displaying greater control as children progress through the key stages. Curriculum map for PE ensures coverage of Invasion games, striking and fielding, net/wall, athletics, gymnastics, swimming, dance and outdoor/adventurous activities. Orienteering course established in school grounds, fully mapped to scale to promote outdoor learning and cross-curricular Maths and Geography (Mapping) links. Lesson foci from EYFS to KS2 on linking skills / techniques with fluidity, precision and adaptability within and between activities Enable children to critique their own performance with confidence and offer advice on how play may be improved and organise practices and drills to support this.. Lesson focus for dance and gymnastics across school to work in partners and small groups and choreograph routines that show a clear beginning and end. 	<p>1 day for PE Lead to plan and present new PE curriculum model to staff £365</p> <p>Orienteering Course and Mapping resources from Pathways £180</p> <p>Control plaques and markings £40</p>	<ul style="list-style-type: none"> The curriculum progression document and assessment data have provided a much clearer overview of how children are beginning to progress across the school. Lockdown and bubble closures have made it very difficult to accurately assess the full impact, as time away from school has meant that there has not been full (measurable) coverage of all of these areas. The orienteering course has been used across KS1 and KS2 as part of our 'outdoor learning focus' during lockdown (for vulnerable children or those of key workers) and by all classes since our return in May 2021. Feedback from teachers has been positive with many commenting on the increased confidence of and collaboration between children. 	<p>Regular pupil voice</p> <p>Regular subject leader drop ins, monitoring</p> <p>Teacher's to raise profile of skills and concepts of PE across all areas of learning</p> <p>More staff involved in the extended after school curriculum</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				40%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: <u>Total £9145</u>	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>School focus on clarity of provision and links to wider whole school objectives: opportunities to rehearse, apply and master our core learning behaviours of being able to focus, co-operate, reflect, work independently, be inventive, show resilience, self-belief and curiosity.</p> <p>Subject Leader CPD training from Liverpool School Improvement Service (Part of BEST Trust Schools CPD Package), to enhance own knowledge and understanding in order to disseminate to all staff and, ultimately increase their knowledge and confidence.</p> <p>New curriculum coverage map produced for Y1 – Y6 highlighting which of the 8 strands will be taught across each half term, ensuring a balanced approach across the whole school. Detailed overview of progression from Nursery to Y6 written.</p> <p>Assessment for learning grids introduced to monitor progress within and across lessons and ultimately feed into end of term assessment spreadsheet.</p> <p>Subject lead and P.E TA to attend Bury School Games Network annual conference.</p>	<p>Staff meeting time allocated to present Statement of Intent, Implementation and impact; curriculum coverage map; progression document and short and medium term assessment grids.</p> <p>Joshua Stringer observed PE Lead throughout a sequence of lessons to gain experience in supporting lessons in other year groups. Planning, delivery and assessment opportunities shared to increase confidence and understanding.</p> <p>In Autumn 2021 cover will be provided for PE lead to team teach/observe all members of staff at least once.</p>	<p>50% of Sports TA wage £8 845</p> <p>£300 to cover course and supply cover.</p> <p>Part of Bury School Games Network Gold package offer. (see Key Indicator 5)</p>	<p>Opportunities to demonstrate their core learning behaviours in PE</p> <p>Improved delivery and subject knowledge for all aspects of PE</p> <p>Progression across year groups clear with clear assessment procedures in place</p>	<p>Core learning behaviours encouraged through all subjects, including PE</p> <p>Staff trained and confident in delivering all aspects of PE</p> <p>New curriculum in place with opportunities for assessment identified</p>

Staff CPD – PE Lead, Sports TA, Lunchtime supervisors and 16 children from KS2 to train as Playground Leaders.	Initial training has taken place in school in November 2020 led by School Games Network Leaders but limited to year group bubbles. Playground leader training to be delivered again in the Autumn term 2021. Equipment purchased for every year group in KS2 determined by suggestions brought forward by school councillors in School Council meeting.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				53%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: <u>Total £11 900</u>	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
1. Tennis Coach 2. Cricket coach 3. Sports equipment 4. Karate 5. Radcliffe Borough 6. Swimming Y4 (Summer 2022) 7. Swimming Y6 (Autumn 2021) 8. Y5/Y6 After School Football Training 9. Y5/Y6 After School Netball Training	1. 2 week programme with Y3 (May 21) 5 week programme with Y5 (May 21) 2. 3 week programme with Y5 (June 21) 3 week programme with Y5 (June 21) 3. Essential equipment including footballs, netballs, tennis balls, bibs, marker cones etc. 4. Karate lessons free to all St Mary's children. Weekly lessons across all 3 terms. 5. Football training from qualified coaches in after school club at Stainton Park (Radcliffe Borough FC) for children in Y3 –Y6. Twice weekly across all 3 terms. 6. Teacher-led after school club (Y5/Y6) 7. Teacher-led after school club (Y5/Y6)	1. £250.00 2. £250.00 3. £1 000.00 4. £2 400.00 5. £3 200.00 6. £2400.00 7. £2400.00 No cost implications for points 8 & 9. Clubs run voluntarily by teachers and Sports TA.	Pupils have opportunity for competition in and out of school, with a particular focus on pupils who may not have previously been chosen to compete or represent the school.	Subject leader well established in inter-schools competitions. Involve other staff and share the leadership aspect of the subject.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: <u>Total £517.50</u>	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Bury School Games Network: To enter into a comprehensive school sport and competition programme which caters for all levels and abilities of young people with pathways for lifelong engagement.	<p>The Greater Manchester Network and Bury School Games manages a competition calendar that offers opportunities for all pupils in Primary, Secondary and Special Schools. This calendar includes events, festivals, competitions, CPD, leadership and many more.</p> <p>For the 2021/2022 academic year the School Games programme has been adapted to concentrate purely on engaging the least active pupils and supporting those children who have been the most negatively affected by Covid-19. The competitive events are divided into four categories:</p> <ul style="list-style-type: none"> ✓ BEE Proud – Low Confidence / Low Competence. ✓ Inspire – High Confidence / Low Competence. ✓ SEN/Inclusion – EHCP / SEN Register. ✓ Virtual – This is an opportunity for all <p>Running alongside this will be the Excel events which cater for high confidence / high competence children with opportunities to progress through to a county games.</p>	£467.50	Pupils have opportunity for competition in and out of school, with a particular focus on pupils who may not have previously been chosen to compete or represent the school.	Subject leader well established in inter-schools competitions. Involve other staff and share the leadership aspect of the subject.

Bury Junior Schools Sports Association (BJSSA) Football League Netball League Cricket League		£50.00		
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Date:	
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Date:	